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ABSTRACT

This publication contains a curriculum model developed to train cook managers and nutrition coordinators of the nutrition component of Head Start programs. Designed to be offered in a university setting, the 2-week (60 hour) course consists of: (1) a brief overview of the Head Start program, (2) on-site observations of Head Start programs to identify program strengths and needs, (3) personal growth sessions for developing self awareness and increased personal effectiveness, (4) responsibilities of personnel in the nutrition component, and (5) the contribution of nutrition to a quality Head Start program, including aspects of food service, daily activities for helping children understand nutrition, involving parents in the nutrition programs, and career development opportunities for the nutrition staff. Objectives, learning activities, needed teaching materials, and suggested resources are provided for the major topics of the course. (SB)

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Nutrition and Food Program

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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OVERVIEW OF THE PROGRAM

From its inception, Head Start has sought new and better ways to achieve its goals for children, family and community. New and better ways cannot be achieved without the use of new approaches, methods and experimentation. The Head Start Region VII Leadership Development Program is an example of an experimental training model for Head Start staff in seven curricular areas.

The first model tested was the Nutrition Component for the training of Cook-Managers and Nutrition Coordinators. It was tested in a two-week training seminar titled TOPICS IN SOCIAL WELFARE: THE NUTRITION PROGRAM IN HEAD START. The testing was conducted at the University of Kansas, Lawrence, Kansas, January 18-29, 1971.

DEVELOPMENT OF THE CURRICULAR MODEL FOR NUTRITION

The curriculum for the Nutrition Component was developed in October, 1970, by a committee including representatives from Region VII and Central Office Head Start Staff; Nutrition Specialists knowledgeable about Head Start philosophy and concepts; and the Director of the Leadership Development Program, University of Kansas. The latter was responsible for all sessions on Leadership Development and Personal Growth.

The goal of the committee was to develop a curricular model incorporating the what and how of subject matter (Nutrition) with training skills to meet the needs of Head Start Food and Nutrition Staff. The Nutrition Model was to be coordinated with sessions on Leadership Training.

Although course content was followed sequentially by topics as listed in the Study Outline, the topics were interwoven throughout the sessions when related and relevant. Food in learning was included, for instance, in the discussion of The Jenny Film, and the focus of Dr. Stith's meeting on Child Development and was emphasized in reports of field visits.

TEST RESULTS

After testing the Curricular Model in the two-week training session according to program design, it was revised to increase its usefulness and effectiveness. The changes recommended were mainly in sequence and emphasis. These were based on staff assessment of the validity of the curriculum as a training model and the response of students of what to keep and what to change if the course were to be repeated.

STAFFING

The Nutrition teaching staff was selected on the basis of technical training and professional experience in Nutrition in Health and Social Welfare programs including Head Start, and in teaching and staff training in this and related fields.

Four students in the Combined Dietetic Internship and Master's Degree Program at the University of Kansas Medical Center participated in the development of teaching plans and testing of the curriculum. Their participation was recognized as a benefit to the program, themselves, and the community.

Benefits to the Program.--Students served as staff members teaching specific subject matter, conducting marketing field trips and assisting with formal and informal sessions for which a qualified nutritionist would have been required. They provided the element of youth on the Nutrition Staff which also assisted in establishing rapport with students in the program.

Benefits to the Students.--Participation in the Head Start program enabled the graduate students to become aware of the needs of nutrition training in this kind of program and gave them the opportunity for supervised experience in planning and implementing a real-life teaching curriculum. They learned the satisfactions and frustrations of working toward a common goal with professionals of another discipline. They observed and experienced the need to be flexible and to adapt course content and methods of presentation to meet varied needs of students. They received actual experience as teachers including practice in working with people of different background and in stimulating interest for application of learning and further study.

Benefits to the Community.--Use of graduate students in this program provides the community with an increased number of qualified resource nutritionists. Because of this experience, the graduate students are better informed of community programs and needs; better qualified to provide relevant nutrition services; and motivated to assist such programs.

The Leadership Development Program staff conducted the sessions on Leadership Training and Personal Growth.

METHODS OF TEACHING

The various teaching methods used were for the purpose of 1) involving the student and helping him become a participant in learning, 2) making subject matter and skills relevant and meaningful, 3) illustrating the variety of ways that can be used to help people learn, and 4) providing a choice in teaching methods for the student himself when he carries this responsibility in the Center. These methods included:

1. Field visits to Head Start Centers which provide valuable learning experiences. From observations of Centers other than their own, students learned strengths and gaps in all facets of the Nutrition

component. In written assignments and small group discussions, they considered changes they would like to see made in the Centers visited and in their own Centers. They observed children's acceptance of food and child-adult interaction at meal time; they ate with the children and later considered things that get in one's way in interacting with children.

2. Demonstrations and "laboratory" experiences supplied opportunities to add to knowledge and skills and to reinforce learning and to test these in actual practice.

3. In group discussions, students discussed selected topics in small groups and frequently chose a member to report to the class. This gave each group responsibility for developing the topic, for a concise and meaningful summary by the reporter to the total group, and for leading the ensuing discussion.

4. Role playing and debate gave students experiences in identifying goals, values, concepts and responsibilities different from their own. These methods also increased awareness of the complexities of problem solving and provide practice in the use of interaction in teaching and learning.

5. The goal of student-staff conferences was to engage individual students in identifying problems and needs and to help them make effective use of their knowledge and skills and of themselves in their day-to-day responsibilities in the Center.

6. Assignments were included in the basis for course grades which were required by the University. However their major purpose was to provide opportunity for learning - giving students experience in using the guide for observing and reviewing Center visits; assist them in assessing their own skills in doing this as well as helping them recognize program strengths and the problems and needs for changes which would benefit the children and the Center.

7. The use of films, film strips, other visual and educational materials illustrated the value of selected material when used creatively as tools for learning.

A suggested course of study for nutrition coordinators and cook managers to be used for improving the Nutrition Component in the Head Start Program.

General Content

PART I. HEAD START PROGRAM

Brief overview of War on Poverty; Head Start philosophy, purpose and structure.

PART II. NUTRITION AND FOOD IN THE HEAD START CENTER

A. NUTRITION

Review of the contribution of Nutrition to a quality Head Start program when it includes

1. FOOD SERVICE with well planned meals and snacks served attractively and enjoyed by the children.

2. DAILY ACTIVITIES using foods to provide challenging opportunities for learning.

3. PARENT INVOLVEMENT in planning and giving direction to Nutrition and Food Service in the Center, in Parent Education, and in Community Action.

4. STAFF TRAINING AND ORIENTATION in basic nutrition concepts related to child development and family well-being and the interrelationship of nutrition with other components.

5. CAREER DEVELOPMENT opportunities for Nutrition and Food Service Staff.

B. THE HEAD START CENTER

On-site observations to identify programs strengths and needs and to consider changes needed to meet Nutrition guidelines and goals.

C. PERSONNEL IN THE NUTRITION COMPONENT

A review of personnel in the Nutrition Component.

1. Responsibilities of
   a. Cook Manager
   b. Cook Aide
   c. Nutrition Coordinator

2 - Contribution of the technically trained nutritionist.
Community resources, Head Start Nutrition Consultants, other.

PERSONAL GROWTH

Seminar sessions in Leadership Development-Personal Growth were conducted by Human Relations Specialist faculty. Discussion provided students the stimulation and opportunity to gain increased self awareness and to help them become more effective human beings. Training sessions conducted by the nutritionists provided material for personal growth sessions; and personal growth sessions were a positive influence for the nutrition sessions.

The nutrition faculty believes that the combination of the two disciplines is valuable for both students and faculty and that the benefits are more than additive. Effectiveness does depend upon a cooperative effort and an open line of communication between the Nutrition and Personal Growth staff members. Subject matter seemed to be more acceptable to students when presented within the broad context of Leadership Development than when the primary focus was upon the subject matter itself.

SUGGESTED SCHEDULE

This course of study is designed to be offered in a University setting and to be completed within a two-week period. Informal gatherings in the evening and at meal time, although incidental to planned presentations, are an invaluable part of the learning process. The planned training sessions require approximately 60 hours of class time with a minimum of 20 hours assigned preparation time. Subject matter allocations are generally divided as follows:

Subject		Approximate time
Orientation to Head Start and Nutrition		3 hours
Field Trips to Head Start Centers		8 hours
Personal Growth Sessions		20 hours
Nutrition and Food		29 hours
Responsibilities of and Resources for Personnel	3 hours	
Menu Planning and Purchasing	4 hours	
Marketing and Food Preparation	6 hours	
Meal Service	3 hours	
Sanitation and Safety	2 hours	
Supervision	2 hours	
Daily Activities	3 hours	
Parent Involvement	3 hours	
Career Development	3 hours	
Total		60 hours

Because of the high degree of interrelationship between nutrition and other Head Start components this study course was designed to be broad in scope and tailored to the needs of each group of students. Specific subject matter objectives are defined for the guidance of instructors but subject matter should be presented in an amalgamated manner. In the test period, all sessions were predicated on liberal input from the students with the instructor building on this base to help the student move in a manner acceptable to him to the defined objective.

HEAD START PROGRAM

A brief overview of the Head Start program presents historical development, philosophy, structure, and working relationships.

Objectives:

1. To become aware of the origins and philosophy of Head Start.
2. To describe the structure and the workings of Head Start at the local, regional and federal level.
3. To describe interaction of Nutrition with other Head Start components particularly Parent Involvement and Career Development.
4. To identify students in relation to their Head Start positions.

Activities:

1. Presentation and discussion of origins and philosophy of Head Start, the structure, and the working relationships within which it operates.
2. Self introduction of each student by name, job title, location, size of program and length of service.
3. Distribute and explain Rainbow Series describing components of Head Start, Cooke Memo, and Nutrition Kit.

Materials Needed:

1. Rainbow Series describing components of Head Start.
2. Improving the Opportunities and Achievements of the Children of the Poor, a memo to Mr. Sargent Shriver, Director, OEO, from Dr. Robert Cooke, Chairman, Planning Committee, Project Head Start GPO 923-454
3. Nutrition Kit, Project Head Start

All above materials available from
Bureau of Head Start and Child Development
U. S. H. E. W.
Washington, D. C. 20201

A. NUTRITION

Good nutrition plays a very important role in the physical development of the pre-school child. A well rounded variety of foods prepared simply and attractively will provide the essential nutritional building blocks the child needs. A relaxed, friendly, family-like setting will encourage the child to form food habits which will be beneficial to him throughtout his life time.

Beyond childhood, nutrition and food continue to play a major role in the lifetime needs of the person -- physical, social and emotional. Because of this lifetime influence, food provides a fruitful media for learning in the daily activities of Head Start; food is a familiar area for parent involvement, especially consumer education; food service provides opportunity for career development for persons in the Head Start Program.

Thus, Nutrition and Food are intertwined with almost every phase and activity of Head Start. Therefore, the presentation of a training program for cooks and coordinators of nutrition must of necessity be broad in scope and encompass many phases of the Head Start Program and Center.

Objectives:

1. To assist cooks and coordinators of nutrition to define and understand their responsibilities in the Head Start Center.

2. To provide the subject matter information needed to successfully perform these responsibilities.

3. To use teaching methods that involve students in learning and would help them teach others in their Center or agency.

4. To assist the students to develop confidence and skill as leaders and teachers.

Activities:

1. All activities listed in the various sub-headings of this course contributed to these objectives.

2. Show Head Start film "Jenny is a Good Thing." Follow viewing with discussion by students in small groups of
   a. Who is Jenny? What is the significance of film's title? What happened that would make a child feel good about himself?
   b. Describe and comment about meal time, the kind of environment created, adult-child interaction, children's serving selves and helping. Why are they important for learning?
   c. What is the role of the cook in the film? How did she and can she contribute to an effective program?
   d. How was food used in learning in the daily activities?

3. Discuss how the film exemplifies the right of every child for a Nutrition program of this quality, When programs fall short of this, what is the role of cook and coordinator in effecting change?

Materials Needed:

1. Head Start film "Jenny is a Good Thing," projector and screen.
2. Head Start Rainbow Series publication, 3E, Leaders Discussion Guide.

1. Food Service - Menu Planning

The first consideration in menu planning is to provide adequate nutrition. Food is made up of different nutrients needed for growth and health. The daily food guide is divided into the BASIC FOUR FOOD GROUPS - with each group supplying an important part of the nutrition requirements. The Basic Four Food Groups include:

1. The Milk Group
2. The Meat Group
3. The Vegetable-Fruit Group
4. The Bread-Cereal Group

In planning well-balanced meals, it is important to include foods from each of the four groups.

In planning menus, it is necessary to consider other factors in addition to nutritional value. A variety of TEXTURES, FLAVORS, AND COLORS of food are essential for an attractive, appetizing meal. The EQUIPMENT available and the PREPARATION TIME need to be considered when selecting foods for a menu. The SEASON of the year may suggest not only foods specifically AVAILABLE at that time, but also creative fun ways with foods that are especially appealing to children. BUDGET needs must be met when selecting foods for the menu.

FOOD PREFERENCES will vary with each child, and family cultural background will play an important part in his food habits. Try to include in your menu planning foods within the Basic Four Food Groups which are especially appealing to your group of children.

Remember that LITTLE FOLKS prefer a SIMPLE MENU with foods that are easy to eat, small portions with second helpings available, and a relaxed pleasant meal time.

Objectives:

1. To state Head Start Guidelines for meals and snacks.

2. To name the Basic Four Food Groups and give examples of each group.

3. To plan menus which
   a. meet nutrition guidelines
   b. have a pleasant variety of texture, flavor and color
   c. can be prepared with available equipment and personnel
   d. can be purchased with money budgeted for this purpose
   e. contain foods that are in season
   f. include available commodity, reduced price, or free foods
   g. are culturally acceptable to the children being served
   h. are suitable for pre-school age children

4. To evaluate menus based on factors in No. 3 above.

Activities:

1. Show film strip "Feeding Little Folks" and discuss this and Head Start film "Jenny is a Good Thing" with reference to menu planning for Head Start Centers.

Food Service - Menu Planning Continued

2. In groups of four, students use Head Start Guidelines to plan menu for one day. Using these menus, set up plates with food models and as a group critique for texture, flavor, color, relation to cultural pattern, ease of eating for "little folks."

3. Distribute Basic Four Handouts and discuss the importance of eating a variety of foods for good health. Use food models and actual snack foods at "coffee break" to illustrate Basic Four Food Groups.

4. Give students one week's menus; working in groups of four criticize and make corrections

   or

   Role play menu planning with one person representing parent, another the cook and another the Nutritionist.

5. Discuss menus observed in Field trip.

6. Each cook plan one week's menu for her own Center. List conditions such as budget allowance per person per day; available food programs; equipment; cultural background of children, etc. Individual conferences with instructor to discuss these menus.

7. Make nutrition films available on an optional basis for those interested; suggest Rip Rocket series made by Kansas State University.

Materials Needed:

1. Head Start film "Jenny is a Good Thing."
2. Film Strip and booklet "Feeding Little Folks" by National Dairy Council, Chicago, Illinois 60606.
3. Head Start Nutrition Booklets No. 3 Better Eating for a Head Start and No. 3C Leader's Handbook for a Nutrition and Food Course.
4. Basic Four Handouts
5. Food Models
6. Snack Foods
7. Menus for Critique
8. Nutrition films

1. Food Service - Purchasing

Guidelines for purchasing, receiving and storage; with emphasis on use of market lists, recipes, comparative marketing, label reading, record keeping. Eligibility for and use of federal food programs is included.

Objectives:

1. To state alternative methods of purchasing market orders and the advantage of each.
   a. marketing trip to store or stores vs telephone orders and delivery
   b. retail stores vs wholesale dealers
   c. individual purchases by Center vs central purchasing for a group of centers
   d. weekly or monthly vs daily purchasing

2. To demonstrate methods for determining "best buys" and lowest prices using
   a. newspaper advertising
   b. label reading
   c. yield and cost comparisons
   d. USDA listings of plentiful foods
   e. telephone requests to regular vendors
   f. personal shopping

3. To make market orders to buy the correct amount of food for a specified number of persons using
   a. inventory on hand
   b. menu for meal to be prepared
   c. recipes for menu items

4. To define procedure for judging quality of delivered food and to reject when necessary

5. To establish and keep records of foods ordered and received

6. To state essentials in care and storage of foods

7. To determine eligibility for and methods of participating in federal food programs

Activities:

1. Demonstrate and practice use of Head Start Nutrition Booklet 3A Food Buying Guide and Recipes including adjustment of quantities to accommodate adult portions and "seconds."

2. Demonstration discussion, problem solving and work experience in small groups to observe food grades, yields and costs.

3. Working in small groups make market order and purchase food for one day's menu in a Center. Later prepare, serve and participate in eating this food (See activities for food preparation.).

1. Food Service - Purchasing Continued

4. Develop method for recording items ordered and items received.

5. Lecture by resource person regarding eligibility for a methods of participating in federal food programs.

Materials Needed:

1. Head Start Nutrition Booklet 3A Food Buying Guide and Recipes.
2. Sample foods, can opener, measures, dishes, spoons, etc. for Demonstrations.
3. Transportation for marketing.
4. Use of Head Start Center for preparation (See Food Preparation activities.).

Suggested Resources:

Available from Consumer and Marketing Service
U. S. Department of Agriculture
Washington, D. C. 20250

1. "How to Buy Butter" Bulletin #148 March, 1968
2. "How to Buy Canned and Frozen Vegetables" Bulletin #167A April, 1969
3. "How to Buy Fresh Fruits" Bulletin #141 October, 1967
4. "How to Buy Fresh Vegetables: Bulletin #143 December, 1967
5. "How to Buy Meat for Your Freezer" Bulletin #166 December, 1969

Available from Extension Service
Kansas State University
Manhattan, Kansas

1. "Food Shopper's Guide" XMF-103 Revised June, 1969
2. "How Much Waste" L-75 August, 1960
3. "Know Your Meat - Ground Meat" XL-115
4. "Let's Have Turkey" XC-318
5. "The Eggs You Buy" C248 June, 1955
6. "When You Buy Beef" L-175 November, 1967
7. "When You Buy Pork" L-176 August, 1964
8. "When You Choose Potatoes" L-120

Available from Evaporated Milk Association
910 Seventeenth Street, N. W.
Washington, D. C. 20006

1. "Labeled for You"

Available from Dow Chemical Co.
Midland, Michigan

1. "Guides to Goodness From Your Home Freezer"

1. Food Service - Sanitation and Safety

Sanitation means to be both clean and sanitary; be free of both soil and germs. Food service sanitation means clean and sanitary food, water, area, equipment, and personnel. Food must be stored, prepared and served under sanitary conditions. Most food nourishes; but, not all food is safe. Food containing certain germs can make a healthy person sick.

Safety means an awareness of potentially harmful or injurious areas, equipment, food and work habits; and to practice safe work methods which avoid accidents and disease.

Objectives:

1. To practice good personal, food, area and equipment sanitation.

2. To practice safe techniques to prevent cuts, burns, falls, illness etc.

Activities:

1. Small group discussion as to WHY sanitation and safety are important. (See Suggested Resources.)

2. Instructor will demonstrate proper hand washing, wearing of hair net, and protection against coughs and sneezes; enrollee will then demonstrate these procedures.

3. An improperly dressed model of a cook will be presented and enrollees will evaluate this model; by role playing students will demonstrate how a cook could be helped with this problem.

4. Enrollees will contaminate agar plates with dirt from under nails, fingerprints, hair and cough or sneeze residual. At a later time they will observe and discuss agar plate growth.

5. Demonstrate ability to properly heat and chill a food product showing variation due to different shape and size pan and different methods of cooking.

6. Role play proper handling of food using tongs, utensils etc.; include methods for tasting foods.

7. Correctly place and read thermometers in refrigerator and oven. State safe refrigerator temperatures.

8. Demonstrate use of Head Start Nutrition booklet No. 3 Better Eating for a Head Start to check sanitation and safety practices.

9. Demonstrate use of check sheet for safety in the kitchen.

1. Food Service - Sanitation and Safety Continued

10. Enrollees will set up dishwashing equipment, actually wash utensils, dishes, and equipment properly; take temperatures of water and use chlorine in appropriate amounts.

11. Make appropriate signs applicable to own centers.

12. Fill-in-the-blanks technique for recording information.

Materials Needed:

1. Head Start Nutrition booklet No. 3 Better Eating for a Head Start.
2. Sink, soap, water, fingernail file for handwashing.
3. Hair net
4. Agar plates
5. Mannequin or paper model, uniform, apron, shoes
6. Water source, sink for dishwashing, thermometers, dishcloths, dish racks, dishwashing powder, dishes and utensils.
7. Tongs, spoons
8. Food as prepared for meals
9. Directions for hand dishwashing
10. Check sheet for safety in the kitchen
11. 10" by 12" white cardboard and colored dry markers
12. "Fill-in-the-blanks sheet

Suggested Resources:

1. Filmstrip "Sanitation" and "Safety"
   available from:
   Trainex Corporation
   Box 116
   Garden Grove, California 92642

2. "Protecting the Public"
   3 part sound-film strip training program on food protection and sanitation
   Part 1: "The Personal Side"
   Part 2: "Food Protection"
   Part 3: "Establishment and Equipment Sanitation"
   available from:
   EDUCATIONAL MATERIALS CENTER
   NATIONAL RESTAURANT ASSOCIATION
   1530 N. Lake Shore Drive
   Chicago, Illinois 60610

3. "Clean For You-Meat and Poultry" December 1969
   available from:
   CONSUMER AND MARKETING SERVICE
   SUPT. OF DOCUMENTS, U. S. GOV'T PRINTING OFFICE
   WASHINGTON, D. C. 20402

Food Service - Sanitation and Safety Continued

4. "Dinners For Dozens - Do's and Don't's" M-F 205 November 1969

5. "Tips on Food Protection" C404 June 1970
#4 and #5 available from:
COOPERATIVE EXTENSION SERVICE
KANSAS STATE UNIVERSITY
MANHATTAN, KANSAS

Food must be stored, prepared and served under sanitary conditions.

Most food nourishes, but not all food is safe. Food with certain germs in it can poison. It can make a healthy person sick. It can, in people who are already sick, cause death. To be safe, food must be as clean and free of germs as you can possibly make it.

Food with dirt and germs in it will make people sick!

Water supply

A supply of wholesome drinking water should be available to the children during the day as well as an abundant supply of water for hand washing, dish washing, and other cleaning purposes. The water supply should comply with local health department regulations. Do not use a private well water supply unless it meets these regulations.

The hot water supply must be at least 180'F. for kitchen use.

GERMS

Germs, or bacteria, are so tiny they may only be seen with a microscope. They are found everywhere, on everything in the air we breathe, on the things we touch - we even carry them on our skin, hair and clothing.

All germs are living things. They need food, moisture, and moderate temperature - one that ranges from forty-five to one hundred forty degrees Fahrenheit - in which to grow.

When all of these conditions are present, germs grow and multiply at a very rapid rate. About every twenty minutes each germ splits, forming two germs. These new germs grow and divide again and again.

Thus, under proper conditions, a single germ divides in two, the two divide into four, the four into eight. In twenty-four hours, one germ will grow and divide into two hundred eighty-one trillion germs.

If a disease-causing germ gets on food and that food is left out in a warm kitchen, the germ will grow and multiply, poisoning the food. Anyone then eating that food will suffer from food poisoning.

Spoiled food and poisoned food are not the same - they are not caused by the same type of germs. Spoiled food will not make you sick. It is simply ruined food. It has lost some of its nutritional value; it tastes bad, often smells bad, and should not be prepared or served.

Mold, a cotton-like growth on food, is a sign of spoilage.

Fresh foods - fruits and vegetables - will spoil if inadequately stored or kept too long in storage.

Germs that poison can affect foods that are cooked as well as those that are uncooked or fresh. There are no warning signs of food poisoning as there are of food spoilage -- thus food can look safe and actually be poisoned. And because of this, the dangerous possibility of unsafe food being served is always present.

Three common types of poisonous germs are staph, salmonella, and clostridium. Knowing their sources and how they are spread, the food service worker can by proper handling, protect food from these germs.

Staph germs get on food by being handled by someone who has an infected cut or burn, or dirty hands.

GERMS - Continued

These germs also get on food which is exposed to coughs and sneezes or comes in contact with dirty equipment.

Staph germs grow most rapidly in custards, cream fillings, egg, tuna and potato salads, and most of the high protein foods.

Under proper refrigeration, staph germs will not grow on food, but they will grow rapidly at room temperature. As they quickly multiply, they produce a poisonous substance called a toxin. The toxin is the cause of sickness. Thorough cooking will kill these germs, but it will not kill the poisonous toxin.

Food, then, must not be left at room temperature so staph germs can grow and produce toxin. It must either be refrigerated or kept hot -- above one hundred forty degrees -- after preparation.

It is possible that food may enter the kitchen with salmonella germs already on it

- and these germs may be spread by someone who has handled the infected food and then handled other foods. Salmonella germs may also be spread by someone who has had a salmonella sickness and still carries the germs.

The main foods that are involved in this type food poisoning are eggs, poultry, meat pies, and unpasteurized milk products.

Salmonella germs from uncooked meats may get on your cutting board and be spread to any cooked meats prepared on the same board. To prevent this you should use separate boards for uncooked and cooked meats.

To be as safe as possible, you should wash your cutting boards frequently.

Proper refrigeration, forty-five degrees and under, will stop the growth of salmonella. Thorough cooking will kill all the salmonella germs and prevent food poisoning.

There are two germs from the germ group called clostridium that can poison food. The first of these is called clostridium perfringens. Its main source is meat. This germ comes originally from soil and infects animals that may be used for meat products, so it is possible that freshly-delivered meat may be infected.

Clostridium perfringens multiplies rapidly not only in meat products, but in broths and gravies as well. These germs are heat resistant, so they cannot be cooked out of food. To prevent further germ growth, broths, gravies and meats that are not to be served immediately should be placed in shallow pans and refrigerated promptly.

The second clostridium germ causes botulism, which is a rare but deadly form of food poisoning. It occurs mainly in foods that are canned.

It may occur when a can is damaged, allowing the botulism germ to enter. Therefore, cans that are dented, bulging -- that leak or have contents that foam, smell bad, have an off-color or milky appearance, should not be used.

There are several ways that dangerous germs may get into your kitchen: food service personnel may bring in disease-causing germs and, because of careless personal hygiene, pass these germs on to food.

Therefore, it is important that you in food service maintain a high degree of personal hygiene. If you do not, the germs you carry will get on the food you prepare.

Disease-ridden insects and rodents will carry germs in with them. It is the responsibility of the kitchen employee to be on the lookout for signs of pest infestation, such as droppings and food damage, and report any findings to his supervisor so proper steps for extermination may be taken.

Once in the kitchen, germs will grow and multiply anywhere that is damp, dirty and warm. They will grow in bad plumbing -

-in dirty garbage and trash cans -

-in unclean work areas -

-and on dirty equipment and utensils.

Germs will not grow and multiply where it is clean. So to prevent their growth it is very important that you practice cleanliness: clean person, clean work habits, clean work area, clean equipment and utensils.

Remember, germs need food, moisture and moderate temperature to grow. After preparation, keep foods either cold, forty-five degrees and under, or hot, over one hundred forty degrees. Do not leave food out in warm kitchen temperatures.

Personal Sanitation

Personal hygiene means more than just a clean face and hands. It means a clean body, clean clothes and clean habits.

Everyone's skin harbors germs. Pores trap and hold them. The only way germs on the skin may be controlled is by bathing daily. Health authorities recommend using a soap with a hexachlorophene germ killer.

You should wear a clean uniform every day. If you wear an apron, it should be changed when it gets soiled.

It is also necessary that you wear a kitchen cap, chef's cap or hairnet. Germs, remember, are on hair, and a cap or net prevents hair from falling onto the food.

The hands of a food service worker should be kept clean, with short, clean nails and no jewelry other than a watch and wedding ring.

It has been found that the hands of food service personnel are the most frequent source of germs on food.

Because of this, it is essential that you wash your hands: before work, each time they become dirty, after smoking, for germs from your mouth get on your cigarette and then on your fingers and, most important, after you use the toilet.

To wash your hands in the way that will get them the cleanest you should use soap and hot water. The mechanical scrub of hand against hand gets the trapped dirt and grime out. Take time to do a thorough job.

As you wash, do not lean against the basin. If you do, the germs on the outside of the basin will get on your uniform and if you then lean against your work counter the germs could get in your work area.

Rinse and dry your hands thoroughly. With a fresh paper towel, turn off the water. This will keep your clean hands from touching the unsanitary water faucet.

Tell your supervisor if you have boils, running sores, skin eruptions, or an infected cut. (These conditions, remember, are the source of staph germs.) It is possible that your supervisor can assign you to a non-food handling part of the kitchen until your skin condition is cured.

Personal Sanitation - Continued

If you are sick or feel a sickness coming on, report to your supervisor. Food should not be handled by anyone with an illness.

Turn away from food to sneeze or cough and cover your mouth and nose with a disposable tissue. (A sneeze alone will explode millions of germs into the air and contaminate not only food, but work areas, equipment and co-workers as well.)

As germs from a sneeze or cough can penetrate the tissue you use and get on your hands, dispose of the tissue after use and wash your hands.

The warmth of a kitchen often causes one to perspire. In the event you need to wipe perspiration from your face, use a paper towel (as shown here,) not a kitchen towel. After use, dispose of the paper towel and wash your hands.

Always comb your hair in the lavatory, never in the kitchen. Try not to touch your hair or skin while working, for your hand would then serve as a germ carrier to the food.

Remember, good personal hygiene means a clean body, clean clothes and clean habits.

PEST CONTROL

The pests most likely to infest a kitchen are flies, cockroaches, rats and mice. These pests carry disease-causing germs and in their search for food will spread those germs all over the kitchen.

To control pest infestation, you should cut off their food source. Keep garbage cans clean. They should be emptied frequently and garbage areas kept clean at all times.

Properly dispose of food scraps in a garbage disposal or garbage can. Don't leave scraps in work areas where they may attract pests.

All foods, including dry foods, that are not to be served should be covered or stored properly. Do not leave food out

Keep your equipment and area clean. Wipe up all spills and spatters. Even the smallest amount of food will attract pests.

All incoming boxes and containers of food should be inspected for possible infestation.

Pests will get into the kitchen through doors that do not shut tightly, through holes in screens, and through very small holes in walls and woodwork. If you discover any of these conditions, report it to your supervisor.

Remember, to control pest infestation you should cut off food sources, practice good housekeeping, inspect incoming supplies, and report ways pests might get into the kitchen.

Food Handling

1. Food must be selected from clean, wholesome food sources.

2. Examine food when it is delivered to make sure it is not spoiled or dirty and that no insects are present.

3. Foods must be sorted, washed and stored in tight labeled containers and at proper temperatures at all times.

4. Perishable foods must be kept refrigerated between processing operations and prior to serving.

5. Milk
   Only pasteurized milk may be used.
   Milk must be dispensed from approved dispenser or in single service cartons.

6. Always check food supplies before using--WHEN IN DOUBT, THROW OUT!

7. Always wipe all can tops clean before opening.

8. Maintain all potentially hazardous foods at SAFE temperatures:

   below 45'F. or above 140'F.

   Food temperatures must be taken in the center of the food mass.

   All hot food must reach an internal temperature of 165-170'F.

   Serve hot food immediately or refrigerate immediately in shallow pans. Refrigerating a hot food will not spoil it.

   When chilling foods, the center of the food mass must reach 45'F. within 4 hours.

   Foods should NEVER be left out at room temperature for any length of time.

   Bake casserole-type foods in shallow pans to insure adequate heating center of food.

   Do not stack foods such as cooked meat into deep pans. It should be put in shallow layers in shallow pans for refrigeration and for heating.

Food Handling - Continued

Do not stack food containers on refrigerator shelves, but place them individually on shelves to allow maximum heat removal.

Do not line refrigerator shelves or oven shelves as it prevents air movement.

9. Thermometers should be placed in center of refrigerator and of oven, facing toward the front and should be clean and easy to read.

10. Tasting food:
All food tasting should be done with two spoons.

Dip into food with one spoon.
Transfer food from spoon one to spoon two without touching the two spoons together.
Taste food from spoon two.
Never put spoon one into mouth.
Never put spoon two into food.

11. NO FINGERS ALLOWED!
Always use clean utensils instead of fingers to pick up food. If you must use fingers to guide food into serving dishes, always wear sanitary plastic gloves.

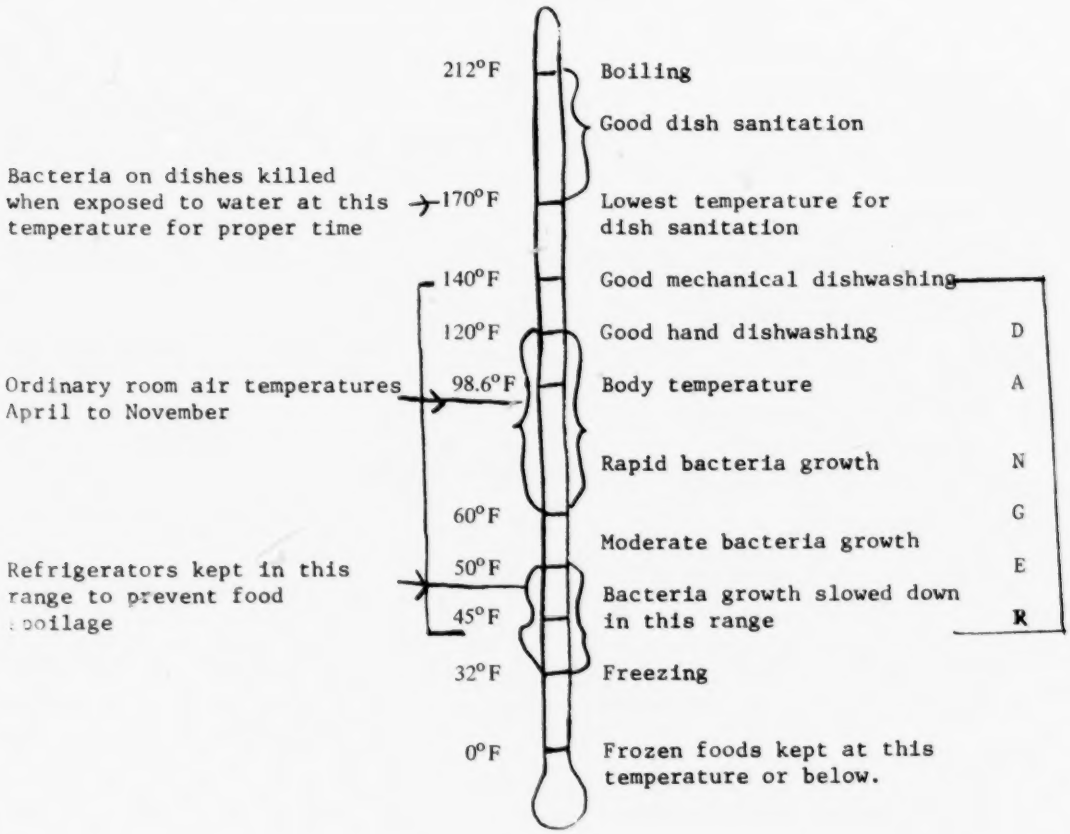
12. Take hold of drinking glasses at the bottom, cups and utensils by the handles.

13. Don't let fingers touch the contents of dishes, bowls, glasses. Keep fingers under the rim of bowls, plates, dishes.

14. Use tongs or forks to pick up rolls, butter squares and bread.

15. Pick up silverware and knives by the handles.

Temperature and Food Sanitation Guide



Checklist for Cleanliness of Equipment, Kitchen and Storage Areas

Floor

- Free from trash
- Mopped clean
- Free from holes and from openings at junction of floors and walls

Walls

- Dusted
- Free from soiled spots
- Free from holes and falling chips
- Painted a light color
- Washable and waterproof

Ceilings

- Dusted
- Free from soiled spots
- Painted a light color
- Free from holes, cracks, openings around pipes, and falling chips.

Windows and doors

- In good repair, clean
- Protected against flies with fine screen
- Doors ratproof, 1/4 inch or less clearance at threshold

Lighting and ventilation

- Adequate and non-glaring lighting
- Exhaust fan, clean and in good repair

Handwashing facilities

- Clean, in good repair
- In kitchen and handy to use.
- Open drain.
- Non-leaking pipes

Toilet facilities

- Walls, floors and ceilings clean and in good repair
- Properly ventilated and lighted, door self-closing
- Seats and bowls, clean, bowls tight at base
- Flushes in good repair
- Hand basins clean and provided with hot and cold water
- Soap and individual towels provided, "wash hands" sign posted

Lockers or cloak room

- Clean, ratproof area, in good repair
- No refuse lying around
- Not located in room where food is stored or prepared
- Containers for soiled linens, aprons

Food storage areas
- Walls, ceilings and floors clean and in good repair
- Shelves, bins and containers clean
- Free from rodent or pest infestation
- Used only for storing foods
- Adequately lighted and ventilated, not too hot nor damp
- Overhead waste and water lines protected against drip
- Floor racks removable, at least 10 inches above floor
- Foods stored in ratproof, covered metal containers
- Bins and containers cleaned before refilling.
- Shelves and drawers in kitchen clean, lined with clean white paper.
- Refrigerators clean, washed once a week
  - outside clean
  - inside clean
  - food stored in suitable containers
  - food covered
  - fresh and uncooked foods stored below cooked foods
  - temperature 40' F.
  - odor neutral
  - ice drip pipe open, entering sewer-connected drain

Equipment

Range
- top clean and polished
- ovens clean
- burners clean

Oven
- outside clean
- inside clean
- burners clean

Broiler
- outside clean
- racks clean
- burners clean

Steam jacketed kettle or steam cooker
- outside clean
- inside clean
- drain open
- floor underneath clean

Work table
- top clean and in order
- shelf clean and in order
- drawer clean and in order
- dirty cloths never left lying around work area

Mixing machine
- body and base clean
- attachments clean and in good working order

Sink
- outside clean
- inside clean
- drain open
- faucets tight
- "witch's brew" never left sitting in sink
- dirty, wet cloths never left lying in or near sink
- appropriate drying rack for cloths and towels near sink

Cooking utensils
- clean and free from greasy film
- dry
- stored in good order
- stored upside down
- in good repair, no open seams, corrosion or defects
- no chipped enamel pans in use

Garbage receptacles
- empties and cleaned daily
- stored away from foods
- adequate number of cans
- not broken or leaking

Storage of poison and Toxic Material

All toxic and poisonous materials and compounds such as insecticides, rodenticides, polishes, bleaches, petroleum products, etc., should be kept in sealed containers in a locked cabinet in a room away from all food products. These should always be labeled. They should never be put in a container, can or bottle, that food originally came in.

Hand Dishwashing

1.	Get ready (materials & equipment)	Sinks Hot Water Washing powders (chlorine or other bactericidal treatment, if used) Scraper Garbage can Drying racks
2.	Scrape dishes and prewash	Use scraper Garbage in can
3.	Wash dishes	Each piece separately Hot water, 110'F - 120'F Use detergent (washing powder)
4.	Rinse	Place in basket Set in hot rinse water
5.	Sterilize	Place basket in vat In hot water (180'F for 2 min. or 212'F for 30 sec.) 2 min. in chemical solution (chlorine of 50 ppm strength)*
6.	Dry	Lift out basket Place on drain board Air dry
7.	Store	Cups and glasses bottoms up Stack dishes In clean protected place
8.	Clean vats	Stiff brush Washing powder

9. Use separate baskets for dishes, cups, and glasses.

10. Silver may be air-dried or by use of a clean towel.

11. Fingers should never touch surfaces which come in contact with food or drink.

12. All multiservice eating and drinking utensils must be thoroughly cleaned after each usage.

13. Single-service containers must be used only once.

*1 teaspoon chlorine per 25 gallon water

Adapted from Food Service in Institutions 4th Edition, West, Wood and Harger, John Wiley & Sons, Inc., N. Y. 1966, p. 505

Check Sheet for Safety in the Kitchen

Burns

1. Are handles of pans on the stove turned so the pans cannot be knocked off?
2. Are flames turned off when removing pans from stove?
3. Are dry pot holders used for lifting hot pans?
4. Are fellow workers warned when pans are hot?
5. When removing the cover from a boiling pan, is the cover pulled forward and the back tilted up? (Saves steam burns on face and hands)
6. When filling a pan with water for boiling, is it filled less than to the top? (A full pan will boil over and spatter.)

Cuts

1. Are broken dishes and glasses promptly cleaned up and disposed of in special container provided?
2. Are knives stored in a slotted case?
3. Are knives left on the drain board to be washed, not dropped into the sink?
4. Is the can opener in good repair so it cuts sharply and leaves no ragged edges?
5. Are mixing bowls properly placed and beaters securely fastened before the mixer is started?
6. Is the mixer turned off before attempting to retrieve any article that has fallen into the bowl?
7. Is the proper knife used for a given job?
8. Is the worker's full attention given to the use and control of the knife?
9. Are knife edges sharp to require minimum effort and maximum control in use?
10. Is cutting done away from the body?
11. Is cutting always done on a cutting board.

Electricity

1. Are electric cords in good repair?
2. Are sufficient outlets provided for the equipment in use?
3. Are hands always dry before touching electrical equipment?
4. Are there extra fuses in the fuse box?
5. Is the electricity always shut off before new fuses are installed?

Falls

1. Are spilled foods cleaned up immediately?
2. Are corridors and stairways free from debris?
3. Are articles placed on shelves securely so they will not jar off?
4. Are step ladders sturdy and in good repair?
5. Are brooms and mops put away properly after use and not left out against the wall or table to trip someone?
6. Are hallways well lighted and steps well marked so no one will trip?
7. Do all personnel walk and never run in the kitchen?

Storage

1. Are heavy materials stored on lower shelves and lighter materials on upper shelves?

2. Are items stored neatly, similar foods stored together; and cleaning materials stored away from food?
3. Are stored materials kept at least 18 inches away from light bulbs?
4. Are safe stepladders used to reach high shelves?
5. When lifting from low levels, are knees bent and backs straight?
   Is the load held close to the body?
   Is the load lifted by straightening the knees and raising to upright position?

Adapted from: Quantity Food Production, Lendall H. Kotschevar 1964, Edwards Brothers Inc., Ann Arbor, Michigan
Hospital Food Service Seried Pkg FS-1. Trainex Corporation, Box 116, Garden Grove, California 92642

SANITATION FILL-IN-BLANKS

(Instructor will lead discussion and present answer; student will fill-in-blank as a participative learning technique).

1. Sanitation means _____ and _____; or free from both _____ and _____.
2. What must be sanitary? a._____, b._____, c._____, d._____, and e._____.
3. Food must be safe to prevent_____.
4. Work safety means we must know potentially harmful a._____, b._____, c._____ and d._____.
5. All centers should comply with local _____ regulations to insure sanitation and protection from disease and injury.
6. List steps in proper handwashing:
   a.
   b.
   c.
   d.
   e.
   f.
   g.
   h.
7. We use hair nets to _____.
8. We cannot always see food poisoning. Germs that poison can affect foods that are _____ as well as those that are _____.
9. The dangerous possibility of _____ foods being served is always present.
10. The temperature danger zone for foods is _____ degrees F.
11. Foods should never be left out at _____ temperature for _____ length of thim.
12. Hot foods must be _____; and cold foods must be _____.
13. We always use _____ in handling foods; or clean hands.
14. The _____ method is used for tasting foods.
15. Foods heat quicker and also cool quicker in _____ pans.
16. Safe refrigerator temperatures are _____ degrees F.
17. _____ food when it is delivered checking for spoilage, insects, etc.
18. Keep perishable foods either _____ or hot.
19. Protect food from insects and rodents by storing in _____ containers. Label all containers.
20. Use oldest supplies _____.
21. Clean up spilled food _____.
22. Check food supplies before using; when in doubt _____.
23. _____ portions of food served but not eaten.
24. Keep garbage containers _____ and tightly covered.
25. _____ cracked or chipped utensils and dishes.
26. Times when you should wash your hands:
    a.
    b.
    c.
    d.
27. When suffering from a cold or when one has cuts or sores on hands _____.
28. All toxic and poisonous materials such as insecticides, polishes,

bleaches, shoud be kept in _____ containers in a locked cabinet in a room away from all food products.

29. Toxic and poisonous materials should NEVER be put in a container (either a can or a bottle) that _____ originally came in.
30. We should place knives _____ when they are ready to be washed.
31. Cutting should be done _____ from the body.
32. Pans should be turned with their handles _____ of the stove.
33. Aisles, corridors, and stairways should be free from _____.
34. Windows and doors should be _____ to keep out flies and insects.
35. Cracks and holes in work surfaces and floors should be _____ to eliminate roaches and bugs.

SANITATION FILL-in-BLANKS (Answers)

(Instructor will lead discussion and present answer; student will fill-in-blank as a participative learning technique).

1. Sanitation means clean and sanitary; or free from both soil and germs.
2. What must be sanitary? a. food, b. water, c. area, d. equipment and e. personnel.
3. Food must be safe to prevent illness.
4. Work safety means we must know potentially harmful a. areas, b. food c. equipment, and d. work habits.
5. All centers should comply with local health regulations to insure sanitation and protection from disease and injury.
6. List steps in proper handwashing:
   a. Put hairnet on
   b. Turn water on and let run as hot as you can possibly stand it on hands
   c. Do not touch sink with dress or uniform
   d. Scrub hands vigorously with soap and
   e. Clean nails thoroughly with fingernail file (underneath nails)
   f. Rinse hands thoroughly
   g. Take 1 paper towel and turn off water without touching hands to faucet
   h. Take another paper towel and dry hands thoroughly
7. We use hair nets to prevent hair from falling into food.
8. We cannot always see food poisoning. Germs that poison can affect foods that are fresh as well as those that are cooked.
9. The dangerous possibility of contaminated foods being served is always present.
10. The temperature danger zone for foods is 45F.-140 degrees F.
11. Foods should never be left out at room temperature for any length of time.
12. Hot foods must be hot; and cold foods must be cold.
13. We always use utensils in handling foods; or clean hands.
14. The two-spoon method is used for tasting foods.
15. Foods heat quicker and also cool quicker in shallow pans.
16. Safe refrigerator temperatures are 33-45 degrees F.
17. Examine food when it is delivered checking for spoilage, insects etc.
18. Keep perishable foods either refrigerated or hot.
19. Protect food from insects and rodents by storing in sealed containers. Label all containers.
20. Use oldest supplies first.
21. Clean up spilled food immediately.
22. Check food supplies before using; when in doubt throw out.
23. Throw out portions of food served but not eaten.
24. Keep garbage containers clean and tightly covered.
25. Do not use cracked or chipped utensils and dishes.
26. Times when you should wash your hands:
   a. Before starting work
   b. After handling dirty dishes
   c. After using a handkerchief or toileting
   d. Before handling foods
27. When suffering from a cold or when one has cuts or sores on hands do not handle food.

Sanitation Fill-in-Blanks (Answers) Continued

28. All toxic and poisonous materials such as insecticides, polishes, bleaches should be kept in sealed containers in a locked cabinet in a room away from all food products.
29. Toxic and poisonous materials should NEVER be put in a container (either a can or a bottle) that food originally came in..
30. We should place knives beside the sink when they are ready to be washed.
31. Cutting should be done away from the body.
32. Pans should be turned with their handles toward the back of the stove.
33. Aisles, corridors, and stairways should be free from debris.
34. Windows and doors should be screened to keep out flies and insects.
35. Cracks and holes in work surfaces and floors should be sealed to eliminate roaches and bugs.

1. Food Service - Food Preparation

Actual experience in meal preparation and service in a Head Start Center provides the opportunity to review use of recipes, basic principles of food preparation, effects of comparative methods of preparation, standards for preparing and recognizing quality food, and considerations in food handling and storage.

OBJECTIVES:

1. To read and use recipes.
2. To organize equipment and food supplies so they are available when needed.
3. To organize time and to plan so that all food is ready to be served.
4. To be able to determine when food is "good" and when it is "unfit" to serve.
5. To state the quality of food necessary for the method of preparation to be used.
6. To give the length of time and storage conditions for
   a. Staples
   b. Canned goods
   c. Fresh and frozen foods
   d. Prepared foods
7. To give and use the food preparation aids found in Head Start Nutrition Booklet 3A Food Buying Guide and Recipes.
8. To adjust preparation to use leftovers and reduce waste.
9. To keep records of number served.

ACTIVITIES:

1. Analyze recipe from Head Start Nutrition Booklet 3A Food Buying Guide and Recipes to illustrate:
   a. Ingredient substitutions, measurement, adjustment in number of servings.
   b. Use of directions and problems created when directions are not followed.
2. Visit food preparation area in Center, list good and bad points about equipment arrangement; suggest alterations and give reasons.
3. Plan schedule for actual preparation of a meal in a Head Start Center; actually prepare the food; keep records; serve meal; and eat with the children. Discuss this experience.
4. Discuss methods and effects of storage of ingredients and of storage of prepared and leftover food.

1. Food Service - Food Preparation Continued

   5. Demonstrate use of commodity foods including recipes.

MATERIALS NEEDED:

1. Food for meal preparation.
2. Head Start Center where meal may be prepared and served.
3. Uniforms and hair nets.

SUGGESTED RESOURCES:

1. Glossary of Terms used in Food Preparation Handbook of Food Preparation. American Home Economics Association, 1962, pp. 47 & 48.

2. Refrigerator Storage Time Chart, Lendall H. Kotschevar. Quantity Food Production. McGutchan Publishing Corp., Berkeley, Calif. 1964, pp. 363.

1. Food Service -- Meal Service

Meal service in the Center must be adapted to the needs of children. The atmosphere at meal time, the adult-child interaction, the attitude of adults toward food and eating are important factors in the creation of a climate conducive to socializing, learning, growth and development.

Objectives:

1. To develop ability to recognize the need for and help to provide the following for Head Start children:
   a. Physical facilities appropriate to their size and needs (tables, chairs, dishes, etc.).
   b. Atmosphere, attitudes and interactions that promote acceptance and enjoyment of food.
   c. Family-style service if possible.
   d. Involvement of children in activities i.e. table setting, serving, clean-up etc.

2. To demonstrate the ability to serve food at the proper temperature and time.

Activities:

1. Demonstrate and discuss advantages and disadvantages of various types of service (family-style, cafeteria, etc.). Refer to Head Start Nutrition booklet No. 3 Better Eating For a Head Start and the Head Start film "Jenny is a Good Thing."

2. Field trip for observation of meal time in a Center followed by discussion.

3. Eat and interact with children in a Center at meal time. Later review what happened at your table in relation to the children and "you."

4. Role play meal time demonstrating meal time as a learning experience; learning by observing; and methods of handling bizarre eating habits.

5. Role play proper way to handle spills and accidents.

6. Compare temperature of milk which has been removed from refrigerator 30 minutes and immediately prior to service; taste bread and butter which has been exposed to room temperature and air for 5 minutes and for 1/2 hour. Discuss timing related to preparation and service.

Materials Needed:

1. Head Start Nutrition Booklet No. 3 Better Eating For a Head Start.
2. Head Start film "Jenny is a Good Thing."
3. Head Start Center for field trip.

1. Food Service -- Meal Service Continued

4. Milk, bread, butter, refrigerator, clock, and thermometer.
5. Dishes, silver, etc. appropriate to small and large children.

1. Food Service - Supervision of Aides, Parents and Volunteers

For effective use of aides, parents and volunteers in the food service area, it is necessary to give them guidance, instruction and supervision.

Objectives:

1. To identify need for instruction and supervision for effective assistance from aides, parents and volunteers.

2. To practice giving instructions and guidance.

Activities:

1. Discussion of the use of aides, parents and volunteers; their responsibilities; what can be expected of them; and how the cook can assist them in helping her.

2. Demonstrate and practice the steps to be followed in giving instructions using "How to Instruct (JIT)."
   a. Tell
   b. Show
   c. Test performance
   d. Check on performance

Materials Needed:

1. Copies of "How To Instruct (JIT)."

2. Materials for preparing and/or dishing some kind of food to be used in demonstration.

HOW TO INSTRUCT (JIT)*

(JIT means Job Instruction Training for making job learning easy).

Step 1 PREPARE THE WORKER

- Put him at ease.
- Find out what he already knows about the job.
- Get him interested in learning the job.
- Place in correct position.

Step 2 PRESENT THE OPERATION

- Tell, Show, Illustrate, and Question carefully and patiently.
- Stress key points.
- Instruct clearly and completely, taking up one point at a time -- but no more than he can master.

Step 3 TRY OUT PERFORMANCE

- Test him by having him perform job.
- Have him tell and show you; have him explain key points.
- Ask questions and correct errors.
- Continue until you know HE knows.

Step 4 FOLLOW UP

- Put him on his own.
- Check frequently. Designate to whom he goes for help. Encourage questions. Get him to look for key points as he progresses.
- Taper off extra coaching and close follow-up.

* From "The Training Within Industry Report, 1940-1945" (Washington, D. C.: War Manpower Commission, Bureau of Training, Training Within Industry Service, September, 1945), pp 33-41.

2. Daily Activities

A child development specialist and a nutritionist show the importance of nutrition in the child's ability to learn and the opportunities for using food as a part of the learning processes in Head Start programs.

Objectives:

1. To understand that a cook is also a teacher in her interaction with the children at the Head Start Center.

2. To work with the teacher as a stimulator and as a helper in using food as a learning experience.

3. To recognize that a child can learn more and feel better about himself when food and food related activities take into account the meaning of food; give the child direct experiences and the opportunity to broaden his options and make choice.

4. To be aware of our role in the provision of adequate food; but, also to place concern over feeding in proper perspective.

Activities:

1. Lecture, discussion and demonstration by child development specialist explaining the role of the cook, the role of food, and the role of learning experiences in the growth and development of the Head Start child.

2. After observing a varied selection of foods (fruits, vegetables, staples, seasonings etc.) students in small groups list things a child could learn from them.

3. Role-playing for example:
   a. Helping a teacher in the use of a food as a learning experience for children.
   b. Illustrating the subtle ways coersion is practiced when children are coaxed to eat, urged "just to taste it," or when a child is singled out as "good" because he has "cleaned his plate," or has a "happy plate."

4. Discussion and role playing with use of Head Start booklet 3F Nutrition Education For Young Children; also use of suggestions for classroom activities i.e. Nancy Munro Bakes Bread With Head Starters.

Materials Needed:

1. Head Start booklet 3F Nutrition Education For Young Children.
2. Foods for demonstration.
3. Nancy Munro Bakes Bread With Head Starters abstracted from Nutrition Newsletter, Fall 1960.

NANCY MUNRO BAKES BREAD WITH HEAD STARTERS

Abstracted from Jan Roberts'
Nutrition Newsletter, Fall 1960

Head Start Classroom Bread

Ingredients

6 cups water
1/2 cup sugar
3 T salt
3/4 cup oil or oleo
1/3 to 1/2 pound of yeast
4 eggs
5 pounds of flour
2 cups dried milk

I put all the ingredients (except the water) in a box. I have measuring cups, bowl (we use dish pan), long mixing spoon and a pan with 6 cups of water pre-measured on a side table.

We push two tables together so we can all stand around them with working space for each child.

"What are we going to do?" I ask.
"Make bread," they respond.
"What do we do first?"

If they have not already washed their hands, there is a discussion of how the bread will look if they mix it with dirty hands. They wash their hands.

"What do we need?" I ask. Usually some children respond with "Flour." I take the sack of flour from the box and put it on the table. If no one thinks of a liquid, we simply mix dry things together until someone realized they need water.

If no one thinks of the other ingredients, I simply take them from the box, ask that they be named, and put them on the table.

If no one thinks of needing a bowl, I have gone so far as to put some flour on the table and then some child thinks of a bowl. (The French put the flour on the table, make a well in it, and pour the liquid in that well, -- so I could actually procede without a bowl.)

If no one suggest a recipe, I wait until someone asks how much to add--or if no one asks, I bring up the subject.

I have already measured out the 6 cups of water in a pan. The recipe calls for five pounds of flour. Thus when children measure the water and the flour with partly filled or overflowing measures, it doesn't matter.

We must keep measuring until we've used up the water and the flour. And it doesn't much matter if we add a little extra sugar, salt, fat or eggs. From the point of view of surviving children's measurements, bread is an ideal food to make.

If we used the 1/4 pound of yeast called for in the original recipe, it would require 4 hours of rising and punching down and rising. By increasing the yeast to 1/3 to 1/2 pound, rising rime is cut to half an hour if need be, so that it can be mixed and baked on one session.

When the ingredients are on the table, I talk about yeast. Yeast is alive, it makes air bubbles. What happens to the bread when the yeast in it makes air bubbles? What happens to a balloon when you blow air into it?

A child unwraps the yeast, and crumbles some into the bowl. The bowl is passed on to the next child, who crumbles yeast into it. By the time 16 children have crumbled yeast into the bowl and felt and smelled and tasted yeast, we don't have an accurate idea of how much yeast is actually in the bowl. Unbelievably, the bread has always turned out successfully.

Everyting that is alive has water in it. Without water nothing can live. Does the yeast look wet? A child adds sugar to the yeast and stirs and mashes the mixture. A few damp spots appear, then the whole mixture turns to liquid. Where did the water come from? The sugar pulled the water out from inside the yeast (by osmotic pressure if you like big words.)

Then each child may add whatever ingredients he chooses. We check the recipe to see how much, and when that ingredient has been added, it is removed from the table.

Conceivably a teacher might prefer teaching how to follow recipes by adding them in order, but I find when children have definite ideas about what they want to add, it is easier to proceed in order around the table with each having his choice of ingredient.

While one child stirs the ingredient he has just added, the next child is measuring his ingredient. When he has added it, he takes the bowl and his turn at stirring while the next child measures. It saves time to pass the bowl on before an ingredient is thoroughly stirred.

Each child who wants to add flour may add two half-cupfuls of flour, which means, even filling them overflowing, that everyone has a turn at adding flour. Since I am currently promoting whole wheat, I put two packs of flour on the table-one white and one whole wheat. Each child has a choice of the kind of flour he wants.

Then we just keep adding flour until the dough has proper thickness, but anyone beginning with this classroom bread might be more comfortable with one 5 pound sack of flour.

When the mixture is so thick they can no longer stir it even when the pan is held steady (the children think of holding it for each other), I talk about preparing the pans. "The dough is sticky. How can we keep it from sticking to the pans?" Then children grease the pans, and an aide writes names on them, (or little aluminum flags with names may be stuck into the completed dough).

While they are preparing pans, I add flour to make a soft dough. It must be soft, for each child wants to knead some flour into his own batch. I finish the mixing and knead the dough. A handful of flour is placed in front of each child.

I ask, "Now what should we do?" Or if the children are demanding chunks, I ask how many pieces we need, and we count the children (and the adults if the total is about 16). I cut the dough in half, count two. Cut each piece in half again. We count 16, which is usually enough.

If a few more pieces are needed, they may be pinched off before starting the dividing, or afterward. Then the children knead and shape their own loaves. The amount of kneading the children do is not important; the eggs provide the necessary elasticity.

They may add their choice of the variety presented: nuts, raisins, chunks of cheese, poppy seeds, sesame seeds, or caraway seeds. It does not matter how or where these are added or how much, or what shape the loaf is.

Usually I warn the children that if the raisins are on top of the loaf, they will dry out and get hard during the baking, but the poppy seeds, etc., may go on the outside or inside of the loaf. Children put raisins on the outside anyway. So what? The children may put their loaves either in small oblong loaf pans or in round meat pie tins.

The yeast is alive and grows better in a warm place--where is a warm place to put the bread to rise? (A piece of dough might be put in a refrigerator to show it doesn't rise in the cold. If so, it should be punched down after about ten minutes in the refrigerator because it does rise before it gets chilled.)

Let rise a half hour or longer (depending on how much yeast the children a e, warmth and time you have.) Children enjoy checking after 15 minutes. Bake at 375 degrees until browned, for about 30 minutes.

OUR BREAD

We made bread with Mrs. Muno at school
Thank you for helping to make the bread, Mrs. M.
First we cleaned up and washed the table.
We stirred the yeast and sugar and it turned into water. We mixed up powdered milk and flour. Mrs. Munro got her hands all gooey.
Then she cut the dough with the knife and we all had some dough.
We greased our pans. We put the dough in

the pans. We took them to the kitchen and put it in the oven. We smelled our good bread. Mmmm! It is good.

3. Parent Involvement

Head Start believes in involving parents, and effective parent participation in the Center, community and parent education is the goal of every program. Nutrition personnel will be responsive to parents interests and needs and will work with them in many ways in encouraging and promoting opportunities for parents to be involved in decision making about the best type of food service for children, in planning menus that reflect family culture, in promoting parent-child interaction in Center and home, and in parent nutrition and consumer education.

Objectives:

1. To define roles for parents and how each touches on nutrition.
   a. Decision-making
   b. Parent education
   c. Paid employment
   d. Volunteers and observers in the Center

2. To define role of Nutrition and Food Staff in initiating and implementing parent involvement and education.

Activities:

1. List ways of working with parents.

2. Discuss impact of parent's decision making role in upgrading the nutrition and food service in the Center.

3. Parents sharing in the planning and participating in training sessions (such as this session) on Parent Involvement.

4. Demonstration with a cook, nutritionist and parent participating in menu planning.

5. Role playing:
   How parents can learn from cooks, and cooks learn from parents.
   Parent-child interaction in the home such as at meal time or preparing food.

6. Use of Head Start Nutrition publications:
   a. 3B Instructor's Guide for Training Leaders
   b. 3C Leader's Handbook for a Nutrition and Food Course
   c. 10A Parent Involvement

Materials Needed:

1. Head Start Publications:
   a. 3B Instructor's Guide for Training Leaders
   b. 3C Leader's Handbook for a Nutrition and Food Course
   c. 10A Parent Involvement

5. Staff Training and Career Development

Staff training and career development encompass pre-service, in-service and supplementary training for all Head Start personnel. In addition to improving performance of personnel in the Head Start Center, training offers opportunities to prepare for career advancement in the Center and in the Community.

Objectives:

1. To describe the role of RTO (Regional Training Officer) and methods of using that service.

2. To define training in nutrition that is needed by all personnel in the Center.

3. To identify types of resource people who are qualified to assist with training in nutrition.

4. To describe the role of the Career Development Committee and how it functions; and to describe the role of the nutrition personnel on this committee.

5. To define career ladders; the training required for progression up this ladder; the means of identifying availability of training in the students locale; sources of counseling service. To assist student in getting help to determine career aspirations.

Activities:

1. Presentation and discussion of role and use of RTO and of Career Development Committee.

2. Discussion of ways, approaches, questions and problems related to formulating training plans. Include subject matter appropriate for
   a. cooks
   b. teachers and teachers aides
   c. volunteers
   d. all staff together

3. Small group sessions with RTO to identify local resource people to help with nutrition training.

4. Discussion of career ladders or position levels related to nutrition personnel and distribution of sources for counseling and educational opportunities for career advancement.

5. Film showing of "Where Do I Go From Here?" (food service careers)

Materials Needed:

1. Film "Where Do I Go From Here?"
   available from the National Restaurant Association, Chicago, Illinois.

B. THE HEAD START CENTER

On-site observations are used to identify nutrition program strengths and needs and to consider changes needed. These are determined in relation to Head Start Nutrition guidelines, goals, class content and discussions.

Objectives:

1. To identify the many facets of Nutrition in the Head Start Center.

2. To observe specific facilities, activities, and performance of personnel in a Head Start Center using "Guide for Observation and Review of Nutrition Component in Head Start" and to compare these observations with Guidelines for Head Start Centers.

3. To suggest specific recommendations for correcting differences between situations observed and Head Start Guidelines (including ways of surpassing guidelines).

4. To apply this technique to Head Start Center where employed.

Activities:

1. Discussion of attitudes regarding visitors; purpose of visits; what to observe and ask; ethics during visit and after return home.

2. Visit at least two Head Start Centers.

3. Review the Nutrition Component of each Center using the "Guide for Observation and Review of Nutrition Component in Head Start Center" and identify strengths and needed changes.

4. Written assignment:
   a. Make specific recommendations for changes in at least one of the Centers visited.
      Suggested Resources that could be used to facilitate this assignment:
      Head Start film "Jenny is a Good Thing"
      Workshop presentations
      Shared Experiences
      Nutrition Kit
      Rainbow Series
      Discussions

   b. Review home Center and make specific plans for change.

5. Individual conference with nutrition staff to discuss home Center and implementation of plans for change.

Materials Needed:

1. Transportation to Center.

2. Copies of "Guide for Observation and Review of Nutrition Component in Head Start Center."
3. Head Start film "Jenny is a Good Thing."
4. Head Start Rainbow Series
5. Head Start Nutrition Kit.

GUIDE FOR OBSERVATION AND REVIEW OF NUTRITION COMPONENT

Date_____ Head Start Director_____

Center_____ Nutrition Personnel Names & Titles:

Place_____ _____

_____

I. Type of Food Service

A. Are meals catered or prepared on premise?_____

B. Type of dining service

_____Cafeteria _____Family Style _____Other (Describe)

C. Meals and Snacks Served

_____Breakfast _____Snack _____Lunch _____Snack _____Other

If other, describe.

II. Menus

A. Who is responsible for menu planning?_____

B. In what way are the following people involved?

1. Cook Manager
2. Nutritionist
3. Parent
4. Other

C. Does the menu meet the Head Start Guidelines?

1. Snack (List menu observed)

2. Lunch (List menu observed)

3. Were the menus appropriate (if not, tell why), for -

a. small children
b. culture of the children
c. equipment
d. season
e. amount of work for cooks
f. use of commodity or free foods

III. Purchasing

A. Budget

1. What is the per-person per-day food budget?_____

2. Is it adequate?_____

3. Does the budget include meals for teaching staff?_____
parents as guests?_____

B. Food Programs

1. Are the following food programs available and used?_____

a. Commodity Foods
b. Food Stamps
c. Special Milk Program
d. Donated Foods

C. Food Buying

1. Who buys the food?_____

2. Are competitive prices taken from various sources?_____

3. Do they use recipes?_____. If not, what method is used to determine amounts to purchase?_____.

4. What method is used in receiving food to check amount ordered against amount received?_____.

5. What records are kept of purchases?_____.

6. Who O.K.s bills for payment?_____.

IV. Storage, Sanitation and Safety

A. Are floors and equipment clean?_____

B. Do refrigerators have thermometers?_____ What were the temperatures?_____

C. How are dishes washed?_____ Does the method meet sanitation standards?_____

D. Observe food handling -- Are tongs or utensils used?_____ Are hands used?_____

E. Does the Center comply with local Health Department Sanitation and Safety regulations?_____

1. Are they visited by the inspectors?_____

2. Do food handlers have health examinations?_____ For what?_____

3. Do cooks and volunteers look clean?_____ Wear uniforms?_____
Hair nets?_____

F. Are garbage containers clean and covered?_____

G. Did you observe any unsafe practices?_____

V. Preparation

A. Does the food look good?_____

B. Were the activities appropriate for the time of day?_____

C. Were recipes in evidence and probably used?_____

D. What equipment was available? Comment on use, state of repair, sanitation, etc.

1. stoves
2. refrigerators
3. sinks
4. other

E. What happens to left-overs?_____

VI. Food Service

A. What was the emotional climate at mealtime? (Describe).
Relaxed?_____ Socializing?_____ Learning?_____

B. Did teachers eat with and interact with children?_____
Did parents eat with children?_____
Do cooks ever eat with children?_____

C. Did the children have some choice in the kind and amount of food?_____

Explain.

D. Were the size servings appropriate?_____ Were seconds available?_____

E. Were the food items served the children the same as the food items on the written menu?_____

If not, why not?_____

F. What kind of waste did you observe?_____

What do you think was the cause?_____

G. Are dishes, utensils, tables and chairs appropriate size for small children?_____

VII. Children Learning Through Food (Describe)

A. What involvement of children in

1. preparing food
2. setting table
3. serving
4. clean-up

B. Other food related experiences

1. at meal time
2. in other class room activities

C. In use of play-kitchen area in classroom.

VIII. Parent Involvement (Describe)

A. What involvement of parents in

1. menu planning
2. eating with children
3. parent meetings
4. participation in decision making regarding the nutrition and food program

IX. Nutrition and Food Staff

A. What involvement of the cook manager and aide in

1. menu planning
2. record keeping
3. meals with the children
4. parent education
5. classroom activities other than meals
6. in-service training activities

B. What use is made of the nutritionist in

1. menu planning and food service
2. budget preparation
3. in-service training
4. career development guidance
5. other consultation and service

X. Personnel in the Nutrition Component

A. Cook Manager

1. Qualifications for the job

2. Duties generally assigned

3. Involvement with
   coordinator of nutrition services
   teacher
   parent
   nutritionist
   other

B. Coordinator of Nutrition Services

1. Qualifications for the job

2. Duties generally assigned

3. Involvement with
   cook-manager
   parents
   nutritionist
   other

C. Nutritionist

1. Qualifications for the job

2. Duties generally assigned

3. Involvement with

   cook manager
   coordinator of nutrition services
   parent
   other

C. PERSONNEL IN THE NUTRITION COMPONENT

A review of personnel in the nutrition component including job titles, responsibilities, salary structure, etc.

Objectives:

1. To identify responsibilities and appropriate job titles of nutrition personnel in Head Start.

2. To identify the role of each course enrollee with the appropriate job title.

3. To compare working in an agency with defined job titles, responsibilities and salary scales with working without such tools.

4. To identify and use resource people in the community and from consultant services.

Activities:

1. Discuss titles of those present, including feelings about titles and reasons for having titles.

2. Discuss responsibilities of those present as they perceive them
   a. degree of understanding of responsibilities
   b. problems of overlapping and omission of responsibilities
   c. variation in responsibilities and salary scales

3. Role play use of titles and corresponding responsibilities for:
   a. communication to self and others
   b. job interview and selection of workers
   c. training
   d. maintain inflexibility of individual assignments

4. Discuss copy of "Suggested Job Titles and Responsibilities of Personnel in the Nutrition Component".

5. Discuss ways of identifying and using technically trained nutritionists in the community; and ways of securing consultant service.

Materials Needed:

1. Copies of "Suggested Job Titles and Responsibilities of Personnel in the Nutrition Component."

Suggested Job Titles and Responsibilities
of
Personnel in the Nutrition Component

Cook Manager

Responsibilities:

1. Plan menus in cooperation with parents and nutritionist.
2. Purchase and maintain proper receiving of foods to assure quality and cost control.
3. Maintain proper storage and control of waste.
4. Prepare and serve food.
5. Supervise and train aides and volunteers.
6. Keep proper records -- purchases, inventory, meals served, etc.
7. Supervise maintenance of equipment, kitchen and dining areas.
8. Maintain good sanitation and safety practices, including personal appearance and hygiene.
9. Participate in food related learning activities
   a. eating with children at least periodically
   b. classroom participation in introducing new foods to children and other food related learning experiences
   c. include children in assisting with preparation and clean-up
   d. other
10. Participate and assist in planning for parent nutrition and consumer education
11. Assist with budget planning (Food Service Costs).
12. Use available resources: commodity foods, milk program, community nutrition personnel, etc.
13. Other duties as assigned.

Cook Manager's Aide

Responsibilities:

1. Assist in food preparation, service and clean-up.
2. Carry out safety, sanitation and hygiene regulations.
3. Participate in food related learning experiences with children.
4. Assist cook manager in parent related activities.
5. Other duties as assigned

Job Titles and Responsibilities, Continued

Coordinator of Nutrition Services

Responsibilities:

1. Assure that all areas of nutrition component are an integrated part of Center's program.

2. Assist in selection of cook manager and aides.

3. Identify and orient resource people in the local area. (resource people should be used for menu planning, food budgeting, evaluation and training)

4. Work with Cook Manager and Career Development Committee to determine training plans.

5. Assure that nutrition personnel are included in supplementary training.

6. Coordinate nutrition training with all other staff training, especially total Career Development plan (Identify Career ladder, etc.)

7. Work with parent coordinator, cook manager, and nutritionist in development of a nutritional budget to be discussed with the Head Start Director.

8. Serve in a public relations capacity within and without the agency.

9. Other duties as needed.

Nutritionist

Responsibilities:

1. Give leadership to the development of an integrated and quality nutrition program in the Center, and assist in evaluation and enrichment of all facets of the component.

2. Work cooperatively with the cook manager and parents to develop a nutritionally adequate menu suitable for Head Start Children and facilities.

3. Advise cook manager, parents and Coordinator of Nutrition Services in preparation of a budget for the nutrition component.

4. Assist in determining training needs of persons in the nutrition component and in providing the training when appropriate.

5. Participate in the development of training plans for all staff in the area of nutrition and food, and assist in the training program.

6. Encourage and give direction to parent involvement in nutrition service, in the Center, parent education and relevant community programs.

7. Other duties as needed.